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AUTHOR Swift, Jonathan; Wahlstrom, Shirley
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ABSTRACT

A curriculum designed to promote an understanding of the values and priorities of the many cultures of the world, as well as the basic concepts and principles related to world communities, is presented in this paper. The authors first present a rationale for such a curriculum, then describe the courses a Michigan public school district included in revamping its social studies program from elementary through senior high school. The philosophy behind establishing a subschool of global education for 10th through 12th grade students that integrates English and social studies, the staffing of the subschool, course content, and seminar topics are discussed. Also discussed is one of the subschool's projects that involved global students, parents, the community, and students in another high school, and the project's impact on the students. A sample 40-week sequence of study topics integrating social studies, language, literature, and art is appended. (AEA)

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"TEACHING INTO THE FUTURE: A SCHOOL OF GLOBAL EDUCATION"

by Jonathan Swift
Shirley Wahlstrom

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"TEACHING INTO THE FUTURE: A SCHOOL OF GLOBAL EDUCATION"

Despite the global instantaneousness of electronic communications, too little is being done in our schools to augment communication about the interdependence of the inhabitants on "Spaceship Earth." A few pertinent facts might open some consideration of this problem. The United States is the fourth largest Spanish-speaking nation in the world. One out of three new Americans is an immigrant today, and this figure discounts the 8-10 million illegal aliens presently residing within our borders.

One in six Americans owes his or her employment directly to international trade. U.S. agricultural exports have totaled over $20 billion dollars for five consecutive years. The total value of U.S. imports and exports has topped the $100 billion dollar mark. Between 15 and 20 percent of all factory workers in the United States are making something for export. About one-third of the profits of American corporations comes from their exports and foreign investments. The Ford Motor Company reported that in 1977, 42 percent of its income was from sales outside North America. Day by day, year by year, these figures are steadily rising.

Direct foreign investment in the U.S. increased 50% in the period 1973-76. It now totals well over $50 billion dollars. Volkswagon's $100 million plant in New Stanton, Pennsylvania now employs over 5,000 people. The Bantam Book you read, the Keebler chocolate chip cookie you nibble, even the Alka Seltzer tablet you consume are the products of foreign-owned companies. One-fourth of each new dollar of U.S. investment now goes abroad. Foreign banks in the U.S. have assets exceeding $250 billion dollars. Day by day, year by year, these figures are rising.

The current average newspaper coverage of international events regularly read by Americans equals less than a column of newsprint per day. Only between 1% and 2% of the average television week on commercial networks features international items--about the lowest average of 100 nations surveyed by UNESCO. Runners up: USSR and China. This is no surprise when you realize that in 1975, there were only 429 American staff correspondents working abroad for U.S. news organizations--a tiny cadre for a nation which has 1,774 daily newspapers, 934 television channels, and 7,500 radio stations. Fewer American correspondents reside abroad now than at any other time since World War II, when there were 2,500.

We have read reports in popular magazines that the global awareness of American high school students is abysmal, that 50 percent of sampled 12th graders tested could not identify correctly the Arab country from these four choices--Egypt, Israel, India and Mexico. What has <u>not</u> been widely enough publicized, however, is that fewer than 5% of the teachers trained in the early 70's have had any exposure whatsoever to international, comparative, area and other intercultural courses in their work for certification. (This is according to a 1973 survey conducted by the AACTE.)

In 1900, there were 60 nongovernmental transnational organizations--e.g., churches, Rotary, unions, business; in 1970, there were 2,300 such organizations. The world is rapidly changing. Are we in the United States keeping pace?

The Livonia Public Schools' School of Global Education is based on the premises that the globe is a human environment and that there is an increased interdependence among the world's inhabitants. By virtue of the impact of instantaneous communication systems, rapid and less expensive worldwide travel, the presence and complexity of an international monetary system, the growth of multinational corporations, the international ramifications on the ecological balance of decisions

made by single nations, and the recognition of the limited amounts of natural resources, the world is becoming ever smaller and more integrated. Despite this, very little is now being done in the United States to educate citizens to cope with significant global issues.

To further substantiate this need for citizen education, a selection of findings and observations by prominent institutions and individuals are offered as evidence. In "Communication: Understanding in a Smaller World," an address delivered before the 22nd Annual Sister Cities International Conference, Louisville, Kentucky, August 16, 1979, Ambassador John E. Reinhardt cites, "Over 90% of the U.S. public school teachers have not had in-depth exposure to non-western cultures even though these cultures include a majority of the world's population. Furthermore, most American newspapers employ no foreign affairs specialists on their staffs; this might be termed academic considering that the general public, nationwide, reads hardly half a column a day of international news." Ambassador John E. Reinhardt concludes that unless we can make ourselves capable of participating in the shaping of the new world which is surely going to emerge from the turmoil of this century, then we will find that the world will shape us; and probably not in ways that we would prefer.

What is required, as stated by Dr. Rose Lee Hayden in her speech to the same group, is a cadre of experts about other peoples and cultures; professionals in business and government capable of successfully transacting transnational negotiations; scientists and technicians able to share and extend the frontiers of human knowledge on a global basis; and citizens knowledgeable enough to support tough leadership decisions and capable of responsible participation in a democratic society.

How can this awareness and these experts be developed? One way for students was explained by Jonathan Swift in "The Demise of the English Department," in Teaching English: Reflections on the State of the Art, (Hayden, Ed. Stephen Judy, 1979), "Global Education calls for a curriculum that will involve students in cultural, scientific, ecological, and economic issues that affect everyone. This curriculum will promote an understanding of the values and priorities of the many cultures of the world, as well as the basic concepts and principles related to world communities. A Global Education curriculum can offer a vital combination of language, literature, and the arts of many cultures, while including all the traditional values of 'English,' that literature and language are a reflection of people, their values and needs, their enemies and heroes, and that language is the living instrument of communication. Global Education aims to increase student awareness of cultural, political, and economic interdependence in the world of the past, present, and future."

Several years ago, the Livonia Public Schools School District began preparing for education on a broader basis. In response to the perceived need for students to broaden their understanding of the interdependence of all men on "Spaceship Earth," the elementary social studies program in the Livonia Public Schools was revamped. It now consists of a first grade program which recognizes the common needs and desires of families in the United States and other cultures; a second grade program which explores communities in various countries and cultures noting similarities as well as differences; a third grade program which deals with urbanization and its world-wide implications; a fourth grade program devoted to man's adaptation to the varied environments in the world and the ramifications for all of disturbing the ecological balance; a fifth grade program which

investigates the meaning of culture, urbanism, industrialism and American values and government; and a sixth grade program that includes an investigation of political power, contact, conflict and values as exemplified in various cultures. Every effort was made to integrate the other academic disciplines as well as the arts into the program.

The Junior High School program was also revised to meet the objectives of the state and the school district toward a global consciousness orientation. The seventh grade program includes units on: (1) A View of the World, (2) The Earth--A Good Place to Live, (3) People--Players of Many Parts, (4) Society--Where the Action Is, and (5) Outlook for Tomorrow. There is a major emphasis in the seventh grade on the wise use of the earth's natural resources for the benefit of all people. In the eighth grade, United States History examines our country's cultural pluralism and the problems that ensued here and abroad as our citizens pursued "the American dream." The ninth grade program is elective, but a semester course which combines science and social studies is now being instituted system-wide. This course deals with the scientific problems related to life-support systems which are being encountered world-wide and the social implications of those problems.

The major opportunity for students in the senior high schools in the Livonia Public Schools to acquire a minimal sense of world identity was through the World History course. Less than 10 percent of the potential tenth grade population of 2,900 students elected this course, thus severely limiting the number of pupils exposed to even a modicum of global education in our senior high schools.

The School of Global Education began in the Livonia Public Schools in September, 1970, as a subschool of Stevenson High School. Seventy-five

students from grades 10-12 elected to participate. Academically, the Global Education Curriculum is written so that the academic commonalities are integrated in the curriculum within a global framework. The school has a staff of four teachers and a teaching director, plus teachers from various disciplines. The school allows for flexible schedules, team teaching, and an interdisciplinary approach to concepts.

In our world, we fill many roles: family, community, religious, national, and international. It is important to many people that we participate in these inter-related systems in responsible ways. To do this effectively, we need certain knowledge and skills. The staff of the Global Education School believes that the person who will profit most from this alternative will be the one who wants to grow toward self-awareness and increasing independence, who wants a different kind of learning experience, who wants a closer relationship with other people, and who is concerned about preparing himself well for the many roles he will have to fill in the world around him. He/she is the student who is open to new experiences, new ideas, and new people. Accordingly, Global Education at Stevenson High School means a project which will involve participants in cultural, scientific, ecological, and economic issues which affect everyone. It promotes an understanding of the values and priorities of the many cultures of the world as well as the basic concepts and principles related to world communities.

This philosophy is translated into goals for clearer operation. They are as follows:

1. To increase students' awareness of the nature and development of world literature, languages, and the arts and their inter-relationship with national behavior(s).

2. To make students aware of community, national and international economic relationships and problems.
3. To make students aware of the processes of decision-and-judgment-making based on the evaluation of data.
4. To foster self-awareness and independence.
5. To increase student awareness of scientific and technological achievements and their relation to society.
6. To make students aware of the relationship between people and natural resources.
7. To increase their understanding of the development of the earth.
8. To enable students to perceive the relationship between the United States' goals and goals of other nations.
9. To increase students' geographical understanding.
10. To increase their understanding of human history.
11. To make students aware of the nature of national and international law and the use of law in resolving conflict.

The teaching team of the current school consists of a teacher in each of the academic areas: English, social studies, Spanish, science, physical education, and mathematics. The teachers have developed and implemented subject areas together with a focus on the issues that pertain to global interdependence. These staff members have experienced inservice workshops and conferences on team organization, global education in academic disciplines, and methods, and members of the team have not only made presentations on Global Education and the Global Education School to various organizations and groups of teachers but have successfully used human resources from many sources--the community, nearby universities, ethnic groups, service organizations, area specialists, eminent figures on world issues, staff development centers, libraries, county educational consultants, and community service coordinators.

To fully understand the Global Education program it must be examined from many points of view. Academically, the program consists of many disciplines with the major focus on English, social studies, mathematics, science, and foreign languages. Other electives can be in such areas as physical education, business, home economics, etc. In a traditional high school setting, all of these subjects are departmentalized as isolates. In Global Education, the curriculum is written so that the academic commonalities of each are interspersed throughout all the disciplines: this interdisciplinary approach actually encourages the continual reinforcement of skills and academic content. In addition, the content is presented so that the emphasis is not placed solely on a chronological spectrum of events and works, but rather on interpretation of these same events and works using a global perspective.

The Global education program is designed so that English and social studies are scheduled as a two-hour block. This block is the nucleus of the program and all students are involved in this segment.

The remaining curriculum consists of academic and non-academic areas offered through satellite courses; these courses are taught from a global perspective and are limited to students in the Global program. This structure provides many advantages. First of all, it provides an opportunity for students to be in other programs - the vocational offerings at the Career Center, the co-op work study program, and the courses in the regular school - this helps maintain a large core population and allows Global students to be infused into other programs. Another advantage is that a large number of the students elect some or all of the satellite courses so that field trips, assemblies, etc. are much easier to arrange since the time is blocked out for consecutive periods of the day and disruption within the regular school is held to a minimum.

Outside of the class, many students are engaged in individual projects: Cathy's study of her roots has involved her whole family here and in Canada;

John's work is in international asp cts of gerontology; Mark continues to investigate the future and the potential of space colonization; Ron, Karen, Sue, and John are working at a local college on the prevention of genocide with a special study of "The Holocaust."

All teachers of Global classes are a part of the Global team. Inservice training is arranged either individually, for a small group, or the total team; thus, all team members can reinforce the areas of their own expertise through outside visitations, workshops, seminars, or conferences.

Another component of the program is the arrangement of global seminars. Topics are planned and implemented cooperatively by staff, outside resource people, and students. Division of student body is arranged around a global topic; each group then has the responsibility for sharing their program with their global peers, students in the regular school, and the community.

"It's great - we get to do everything the rest of the students do, but they don't get to do everything we do," said Tom. His reaction tells us how he feels but what the students in global education get to do is shown in the following list of Global issues treated in depth during the academic year 1979-80 by the staff. A perusal of these topics will provide some perspective on the necessary resources - human and material.

Based on the 4 Global Education Concepts:
1. Communication
2. Change
3. Conflict
4. Interdependence

SEMINARS for 1979-80

Coverage	Date	Theme
School and Community	January , 1980	"FOOD/HUNGER" (Speaker, panels, 30-hour fast, 3rd world meal, printed materials) Agronomy Hydroponics Advertising Vitamins, Minerals
Global Education School	February , 1980	"HUMAN RIGHTS" - Workshop (Lillian Genser)
Stevenson High School	April , 1980	"INTERNATIONAL TERRORISM" (Speaker, panels, and printed materials)
Stevenson High School	May , 1980	"STANDARDS OF LIVING" Health, Food/Hunger Economics Energy Pollution Population Education
School and Community	May, 1980	"CHANGING ROLE OF FAMILY" Population, Family Size Grouping Alternative Family Styles Sex Roles Gerontology Religious Implications

Involvement with citizens of the community is also an integral part of Global Education. There is an active Parent Advisory Committee which participates, not only in the planning, but also the implementation of the school's program. Community involvement is achieved through the acquisition of resource people for the global seminars. Each student is further involved in a project where he/she acts as tutor, etc. for people of other nationalities. This is best exemplified in the Federally-funded LASED program with some students going into Detroit's Latino community, and other students assisting in the (ESL) English as a Second Language Program offered in the Livonia Public Schools.

"It's kind of like a big family, "added Tom. "Everyone works together to help each other."

Several projects emphasizing help for others have come out of Global Education, but perhaps the most dramatic involving global students, parents, community, and students in another high school was the Hunger Project.

It began with a visit by Bishop Thomas Gumbleton, recently returned from Christmas with the hostages in Iran. In a touching and persuasive speech, he spoke of world hunger: "People in the U.S. are most generous in their desire to help when they hear about suffering. But our reaction of wanting to send money and food to people like that just won't solve the problem...The things I have mentioned (in my speech) are part of the world political structure and they are not things that can be changed easily. It will take long-term commitment." After this introduction to hunger, within the week, the students all volunteered to go on a 30-hour fast in order to feel the actual physical pangs of hunger - however slight they might be. At the end of this fast, 150 of them were taken on an "exposure" trip to downtown Detroit's Cass Corridor where hundreds face real hunger daily. For some it was the first visit to a lower than middle-class neighborhood. On returning to Livonia, they were brought to a local church for lunch - a 3rd world lunch. As they got off the school bus, they were given a

card stating whether they would sit at table 1, 2, 3, or 4. They entered the church and sat. One table was laden with food, had eleven "diners," and was surrounded by armed "soldiers." The other tables had varying amounts of food from none to little. The pastor of the church announced, "You've received tickets to the different tables strictly by chance. It's also strictly by chance that you were born in this country and have plenty to eat." The students without food, however, could have as much as they wanted - if they signed a contract with "strings attached." Some students were torn between individual "national" pride and hunger: they elected not to be beholden to the U.S. table. The soldiers (R.O.T.C. guards) helped to increase the reality of this entire experience.

Many students figured out what they were supposed to learn but a 30-hour hunger made them less calm, less rational: they wanted to storm the table of plenty. The closing response from one student was "Not only did I learn what it feels like to be hungry but I got a much better idea of how people in other parts of the world might feel about us. And it don't make me feel so good!"

These issues that are part of every American's global awareness cut across virtually the entire curriculum and offer opportunities for school based activities out in the community. It is entirely appropriate, then, that one of the curricular choices in global education should be an alternative school. It is viable for a large school which wishes to adopt a multi-disciplinary curriculum with a global education focus.

The global interconnectedness of choices and events has been dramatically illustrated recently by the economics of the auto industry, gold and precious metals, the international monetary units, and by events in Central America, Iran, Afghanistan, and even by the Moscow Olympics debate. If all this affects our individual lives, why, then, is this significance not reflected in the curriculum of most American high schools? Given the sense of urgency to bring into balance the way Americans perceive the world, every academic institution must soon decide on its own what is practicable to encourage this vital global perspective in its students.

An example follows of what was done to integrade social studies, English, and the arts in the School of Global Education, Sequence I (of three year-long sequences).

Unit	Social Studies	Week	Language, Literature and Art
I	The Making of Civilization	1*	The Creative Process: The Evolution
	"	2*	of Thought, Writing, Arts
	"	3*	(Skills: Notetaking, outlining, etc.)
	"	4*	Language and Communication
	"	5	" " Concept of Universality
II	Early Civilizations	6	Introduction to Mythology: Beginnings of
	"	7	Literature: Myth, Legend, Epic, the Hero
	"	8	(Skills: Expository paragraph writing.)
III	Asia - Ancient India	9	Literature: examples from ancient epics
	" "	10	of Mesopotamia and India
	" China	11	Early Chinese Literature and Artifacts
	" "	12	Lao-Tzu and Kung Fu Tzu
IV	Africa-Ancient(Ghana & Others)	13	Early African Lit. & African Languages
	"	14	Early Interpretation of Myths & Languages
V	Asia (cont'd) - Traditional China: Taoism & Confucianism	15	The Nature of Religon: personal research
	Asia - Traditional Japan: Shintoism	16	" " " "
	Asia - Traditional India: Hinduism and Buddahaism	17	(Skills: Introduction to Poetry, Imagery)
VI	Middle East - Traditional: Islam Judaism and Christianity	18	(Poetic examples - haikū, quatrain,
		19	ballad form, limerick)
			Literature: The Ruba'iyat, 1001 Nights, Bibl
	WEEK OF FINAL	20	EXAMS: Essay Type
VII	Asia (contd) Modern Japan, China	21	Comparative Religions: A synthesis of
	" India	22	similarities and differences,
	" S.E. Asia	23	sacred writings
VIII	Middle East - Modern (U.N. Model Unit)	24	(Skills: vocabulary building, writing the
		25	personal paragraph, material or autobiograph
IX	Europe - Classic Antiquity	26	Example of the Elements of Great Architecture
	"	27	Origins of the Theater: Tragedy:
	"	28	Oedipus, comdey: play by
X	Europe - Middle Ages	29	Aristophanes
	"	30	Development of the English Language
	"	31	Introduction to Shakespeare: Macbeth
XI	Europe-from Rennais. to Modern	32	" " "
	"	33	" " "
	"	34	" " "
XII	Africa - Colonial & Modern	35	Modern African Literature
	"	36	" "
XIII	East Europe	37	Careers Unit: Career Clusters, prerequisites
	"	38	" " "
	"	39	Wrap-up and Review
	Review and Exam	40	Exam

*At the same time, there is an attempt to enhance the students' sense of wonder by the contemplation of the Universe at the Michigan State University Planetarium and in the Science Room. Tracing the theory of continuous creation is a speculation for the teacher-scientist, anthropologist, geographer, linguistician, geologist, and person of letters.

A. Michigan ranks first in the nation in dollar value exports.

B. Michigan is exceeded in total exports by only seventeen nation-states of the world.

C. Thirty nations maintain foreign consular offices in Michigan.

D. Michigan has seven international ports within which U.S. Customs operate.

E. Over 7,000 foreign students attend schools colleges, and universities in Michigan.

F. Michigan has over 100 organizations engage in international activities.

G. Michigan International Trade Division has offices in Brussels and Tokyo.

H. Many foreign businesses have established offices and production facilities in Michigan.

I. Michigan has over eighty multinational corporations.